**Teacher(s) Name**: Nikhail Wright  
**Thematic Unit Theme/Title/Grade Level**: Map Skills & Geography/ Where in the World…/Grade 2  
**Wiki space address**: <http://ucf2whereintheworldf10t.wikispaces.com/>

**Daily Lesson Plan Day/Title**: Day 4/ Mexico

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| **Learning Objectives** | 1. The student will have a basic understanding of the Mexican culture.  2. The student will be able to locate the United States, Canada, Mexico, and Caribbean on a map.  3. The student will state a minimum of three facts about Mexico.  4. The student will complete the post assessment quiz the 80% accuracy.  5. The student will be able to identify currencies used in the United States, Canada, Mexico, and the Caribbean. |
| **NCSS Theme/Sunshine State Standards** | **NCSS Theme:**  3. **People, Places, and Environments**: The study of people, places, and human-environment interactions assist learners as they create their spatial views and geographic perspectives of the world. **Sunshine State Standards:**  1. **SS.2.G.1.4**: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).  2. **VA.A.1.1.2**: Uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.  3. **SS.2.A.1.2**: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. |
| **Activities & Procedures** | 1. The teacher will briefly preview the previous lesson on Canada. The students will join in on the discussion and discuss what they learned.  2. Next, the teacher will pass out the Mexican currency to the students. Students will observe the currency and answer these questions:   * Is this currency American money? * Where do you think this money comes from? * What hints did you use to come to that conclusion? * Have you ever been to Mexico?   3. The teacher will show the students the Mexican flag. The students will discuss as a class, the similarities and differences between the Mexican flag and United States flag.  4. The teacher will share an interactive PowerPoint with the students and present information about the geography, economy, history, and culture of Mexico. Students will be involved with the PowerPoint and listen for interesting facts that they would like to write on their Mexican Cowboy di-cuts. 5. The teacher will pass out worksheets that include questions related to the Mexico PowerPoint. As the students are completing the worksheet, the teacher can go around and help ESOL and SLD students and also check for the students’ comprehension. Students will complete the Mexico comprehension worksheet with their shoulder buddies. 6. After the students have completed the worksheet, the teacher will go over the answers. Students will check their work and make corrections. 7. The teacher will pass out cheese quesadillas and chips and salsa for the students to enjoy! For students who are allergic to cheese, they will have soy quesadillas. The teacher will pass out a Mexican di-cut to each student. While students are enjoying their food, they will be writing down three facts on their Mexican Cowboy di-cuts to share with the class at the end of the unit. 8. As a closing, the teacher will show the children a video about Mexico from National Geographic. The student will watch the video and review information they already learned. (This will serve as reinforcement for the information presented in the PowerPoint.) |
| **Resources/Materials** | 1. Microsoft Word PowerPoint Presentation 2. "In Mexico" by: Anthony Keble and Tim Connell 3. "The Mexican Revolution" by: Marie Pierce Frost and Susan Keegan 4. "Passport to Mexico" by: Carmen Irizarry 5. "The Aztec News" by: Philip Steele 6. 30 Mexican Cowboy Di-cuts 7. Mexican Flag 8. Mexico PowerPoint Comprehension Worksheet 9. Pre-made Quesadillas 10. Chips and Salsa 11. Kids Video about Mexico- <http://kids.nationalgeographic.com/kids/places/find/mexico/> |
| **Assessment** | **Pre-Assessment:** A trivia game was played last week to indicate prior knowledge the students have about the United States, Canada, Mexico, and the Caribbean Islands. **Post-Assessment:** Students will be assessed in this lesson through their participation as well as teacher observation. The second graders will also be assessed on what information they have learned by writing down three facts or bits of information that they learned on the Mexican Cowboy Di-cuts, which will go in their passport. |
| **Exceptionalities** | **ESOL/SLD:** 1. Link lesson topic to students’ prior knowledge. 2. Continually monitor students’ comprehension. 3. Have the students participate in collaborative learning. 4. Ask questions in a clarifying manner. 5. Allow more time for the learning disabled to complete assignments. 6. Keep oral instructions logical and concise. Repeat or re-word complicated directions. **Gifted/Talented:** 1. Rather than just "giving" them information, help them to discover it. 2. Allow gifted students to help teach other students when they finish their work early. 3. Conduct informal assessments. |
| **Discussion Notes** | The passport that was created will be filled out throughout the unit and will serve as a final assessment. Also, the trivia game that was noted in the pre-assessment will be played again at the end of the unit to indicate how much information students learned about the United States, Canada, Mexico, and the Caribbean Islands. It will be the post-assessment for the entire unit and will take place on Day 5.  The instructor will assign the students a homework assignment, where along with their parents, they will use the internet and other resources to further research the history of Mexico. The students will write or type 10 facts that they found. An extension for the unit plan could be to have students find a recipe from one of the countries discussed in the unit and bring it in to share along with their 10 facts that they found for their homework assignment. |

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